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ABSTRACT

This manual for junior and senior high school counselors and teachers reports factors relating to career choice as determined by assessing young women in grades 7, 11, and 12 using a study-developed questionnaire, the Test Anxiety Questionnaire, the Thematic Apperception Test, Fear of Success, and a sex-role scale. Chapter 1 is an introduction. Chapter 2 summarizes responses for three sections on the questionnaire: family background, personality and attitude measures, and career aspirations. Chapters 3, 4, and 5 are concerned with the relationship of the various measures to traditional versus nontraditional career choice and status of career choice. Chapter 3 focuses on three family background variables: parent-child relationship, family socioeconomic status, and maternal employment. Chapter 4 examines the various achievement-related personality measures and sex-role attitudes. Chapter 5 reports the relationships to career aspirations of reasons for wanting to work and sources of influence in career decision-making. Chapter 6 summarizes findings and implications for career counseling, including the strong relationship of family socioeconomic background to the aspiration for nontraditional, high status careers; the effect on a daughter's aspirations of the reason the mothers worked; and the deleterious effects of fear of success and traditional sex-role attitudes on senior, but not junior, high school women. (YLB)

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DETERMINANTS OF CAREER GOALS IN JUNIOR AND SENIOR HIGH SCHOOL WOMEN

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PREFACE

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CHAPTER 1: INTRODUCTION

It is clear that career patterns for women have been changing dramatically over the past ten years. This manual, intended for use by junior and senior high school counselors and teachers, attempts to identify some of the factors that relate to career choice in young women. We are particularly concerned with identifying the young women who are choosing occupations with high status and occupations which have traditionally been heavily dominated by males.

General Background

Until recently almost all of the work on career goals has focused on men. Today, however, women are entering the work force in increasing numbers and they are often competing for jobs in areas that have traditionally been all male. This increased salience of the work role for women has led researchers to attempt to identify the factors that influence the career choices of women.

The work that has been done on women's career choices has primarily focused on the aspirations of college women. Our work attempts to address the need for an investigation of the determinants of career goals in younger women, since many of the important career relevant choices are made long before the college years. Our study examines career attitudes among young women at the beginning of junior high school (7th grade) when decisions on what courses to take determine future options and at the end of senior high school (11th and 12th grades) when the realities of career choice are likely to be highly salient. We have intentionally included in our investigation young women who do not plan to attend college in order to have a sample that represents non-college bound as well as college bound young women.

We included questions concerning factors that have been found to have an influence on the career choices of college women. In fact much of this study with junior and senior high school women parallels an investigation by Sandra Tangri of the determinants of career choice in college women.[1] In each chapter we will first present any previous research findings in the particular area. Then we will report what we found for our group of junior and senior high school students. In a final chapter we will discuss issues that appear important in the counseling of junior and senior high school women.

The Questionnaire

The questionnaire we developed attempted to assess factors that have been previously identified in the research literature as relevant to career choice. The young women were also asked to describe their career goals. They selected the occupation they would ideally like to pursue if there were no outside barriers and also the occupation they thought they were most likely to pursue.

The family is clearly an important source of influence on future goals. We asked the participants a number of questions about their relationships with their parents, their experiences as they grew up, and also some questions about their parents' jobs, education and income. We will refer to these items as the "Family Background" variables.

We also assessed a number of personality and attitude variables that have been found to be important in previous work on career choice. The measures we employed and a brief description of each follows:

1) The Test Anxiety Questionnaire (TAQ) is a measure of how much anxiety an individual experiences in achievement situations.
2) The Thematic Apperception Test (TAT) was used to measure achievement motivation. Achievement motivation is defined as the desire of an individual to engage in activity which is aimed at striving for the attainment of excellence.
3) Fear of Success (FOS) is a measure that was developed from research on the achievement motivation of women. It is based on the idea that for many women success has negative as well as positive consequences. Achievement oriented behavior on the part of women may involve a conflict with traditional views of femininity and achievement may not be perceived as a legitimate part of the woman's role.
4) We developed a 16 question sex-role scale selecting items from five major areas of sex-role attitudes: family versus career conflict; husband versus wife role conflict; male/female competition; equity in employment; and equity in educational opportunity (see Table 1 for the exact items included in each of these categories).

Organization of the Manual

In Chapter 2 we present some information on the responses of the students in our study. We discuss in general some dimensions of their family experience,

their scores on our personality and attitude measures and finally the kinds of career decisions they are making.

Chapters 3, 4 and 5 are concerned with the relationship of the various measures to traditional versus nontraditional career choice and also status of career choice. Specifically Chapter 3 focuses on the family background variables -- parent-child relationship, family socioeconomic status, and maternal employment. Chapter 4 examines the various achievement-related personality measures and also sex-role attitudes. And Chapter 5 looks at reasons for wanting to work and also sources of influence in the career decision-making process. In Chapter 6 we present a general summary of the findings and review what we consider to be the major implications for career counseling.

All of the results discussed in the manual are presented in tables located in the Appendix. Every time we discuss a research finding the reader is referred to the appropriate table. These tables have been excluded from the text in order to facilitate a more easily readable manual.

Although this manual is intended to be of use primarily for the counseling of junior and senior high school female students, we collected the same information from male students. Occasionally we will mention our findings for the males if it helps us to understand or put in better context the results for females. Unless explicitly stated that males are included, all of our tables present results for female students only.

Technical Terms

In order to give an indication of what our results mean, we will be applying criteria that are generally used in scientific investigations. For instance if we find that there is a relationship between two variables in a study, we want to know whether we can confidently assume that this relationship reflects what is really the case or whether the relationship might have occurred by chance. In cases where our statistical analyses suggest that a result would have occured by chance less than 5 in 100 times we refer to that result as "significant." Sometimes a result that we consider interesting will fall short of our criterion for significance. In these cases we will refer to the result as a "trend" or say that there is a "tendency" for something to be the case. Results that do not reach significance will be interpreted with extreme caution.

Notes

1. Tangri, S. Determinants of occupational role innovation among college women, Journal of Social Issues, 1972, 28, 177-199.

CHAPTER 2: GENERAL DESCRIPTION OF QUESTIONNAIRE RESPONSES

As mentioned in Chapter 1, the questionnaire can be divided into three general sub-areas: family background; personality and attitude measures; and career aspirations. In this chapter we present a general summary of the responses for each of these three sections.

Family Background

The students who participated in this research were junior and senior high school students in a small midwestern university town (population 13,500). Of the 229 participants there were 45 junior high school females and 67 junior high males; and there were 73 senior high school females and 44 senior high school males. Although the population is primarily urban, some of the students live in rural areas.

Information concerning the family situations of the young women in this study appears in Table 2. Generally it appears that these families are intact (84 percent report their parents are living together at home). Over 75 percent of these women report that their mothers understand them at least fairly well and 66 percent say the same of their fathers. The women also report feeling close to both parents and not having strong disagreements over their future plans with either parent. They feel that they have received encouragement to be independent, to make their own decisions and to do well in school. It is interesting that although almost 90 percent reported they identified with (felt they were like) at least one of the parents, slightly more responded that they felt like their father than like their mother. In general then we get the impression that families in this community are strong and that the young women feel close to and supported by their parents.

In terms of education almost 75 percent of both mothers and fathers have at least a high school degree and 31 percent of the fathers and 17 percent of the mothers have a college degree. Thirty percent of the families have a total income of more than $20,000 while only 23 percent have an income of less than $10,000. A variable that will be of considerable interest to us is the employment status of the mother. Sixty four percent of the mothers of respondents are currently working either full- or part-time and almost 80 percent have worked during some portion of their married life.

Personality Variables

Two of our personality variables were measured by analyzing stories written by the students in response to an initial sentence describing a character in a situation. The students were instructed to write stories and to make them as interesting and creative as possible. Scoring systems have been developed that analyze stories such as these for imagery related to both need for achievement (*n* Ach)[1] and fear of success (FOS).[2] The basic idea behind these scoring systems is that persons attribute many of their own motives and needs to the characters in the stories they write.

The concept of *n* Ach (or achievement motivation) measures the person's tendency to strive for successful competition with "standards of excellence." We distinguish two types of achievement motivations: autonomous and social comparison. Autonomous achievement motivation concerns the evaluation of one's performance in terms of internal standards related to one's own past level of accomplishment. Social comparison achievement motivation involves standards derived from comparisons of self with others.[3,4]

Fear of success is based on the idea that in our culture success may not hold the same unambiguous attraction for many women that it does for men. Since high levels of achievement are often stereotyped as masculine behavior, women may feel conflict about doing too well. The work of Matina Horner in the 1960's showed that FOS was an important factor affecting the achievement behavior of college women.[5]

Achievement motivation (including the social/autonomous distinction) and fear of success were scored from stories produced in response to the following four cues: Carol is in the science laboratory looking into her microscope; A young woman is talking about something with an older person; Susan and Nancy are studying together for a test; and Joan is sitting at her desk reading. An earlier measure of fear of success was also used. It is considerably less complex than the more recently developed measure. Essentially it examines whether any negative consequences occur for the character in stories produced in response to the following cue: Ann is selected by her teachers as the outstanding medical student in her freshman medical school class. This cue was used for the senior high sample. For the junior high school students the cue was: Ann is selected by her teachers as the outstanding science student in her high school graduating class. As shown in Table 3 no sex differences were found in levels of achievement motivation, autonomous achievement motivation, social comparison achievement motivation or on the earlier

measure of fear of success. The more recent measure of fear of success however, showed females significantly higher in fear of success than the males.

The Test Anxiety Questionnaire (TAQ) asks questions about how much anxiety an individual experiences in testing situations. We used the first third of this questionnaire which was devised by Mandler and Sarason in 1952.[6] Individuals marked responses on a five point scale in answer to questions concerning various symptoms of anxiety that might be experienced in a testing situation. Previous research has found that females score higher on test anxiety than males.[7] It is unclear, however, whether this difference indicates that females actually experience more anxiety in achievement situations or only that it is easier for women in our society to admit to feelings of anxiety. Consistent with previous research we found that the females in our sample reported higher levels of test anxiety than the males (see Table 3).

The final measure discussed in this chapter is the sex-role attitudes scale. It consists of 16 items found to be important in previous work. We tried to select items that had previously shown large correlations with total scale scores.[8] We included questions relevant to the following five issues: family versus career conflict; husband versus wife role conflict; male/female competition; equity in employment; and equity in educational opportunity. Individuals responded to statements about these issues by marking their level of agreement on a five point scale that ranged from strongly disagree to strongly agree. Females in our sample scored significantly higher on the scale than the males, indicating the females have less stereotyped notions of women's roles than do the males. (see Table 3).

Career Aspirations

The young women were asked what occupation they would choose if they could be trained for any occupation they wanted. They were then asked what occupation they thought they would probably pursue. We then used 1970 census information from a U.S. Bureau of the Census report to determine the percentage of women in each occupation.[9] Any occupation that had 30 percent or fewer women was considered innovative, those with 30-50 percent women were considered moderately innovative and those with more than 50 percent women were considered traditional. There were a number of occupations that didn't reasonably fit into any of the categories included in the report. These occupations were rated as innovative, moderate or traditional by four judges and were included in the analyses if there was unanimous agreement among the judges. It

can be seen in Table 4 that a fairly large percentage of both junior and senior high school women are selecting innovative occupations for both their ideal and probable choices. There is a greater discrepancy, however, between the ideal and real choices of the senior high women than of the junior high women. This pattern which will emerge a number of times in our results may suggest that as high school graduation approaches, financial and social realities begin to exert a greater influence on future plans.

We see a similar pattern if we look at the probable choices of women who plan to attend college and those who don't (see Table 5). Among junior high school women the results are the same for college and non-college bound students. But among the senior high women those who do not plan to attend college are opting for significantly more traditional careers than are the young women who do plan to attend college.

We were also interested in the status of the jobs being selected. Since we found previous status rankings of occupations much too general to be helpful, we asked adults in the community to rank all the occupations reported in our study. We then took the mean rankings of the occupations and divided them into five classifications ranging from high status (5) to low status (1) jobs. There are no important differences between the junior and senior high women on the status of their job choices. Nor were there large differences in the status of ideal and probable occupational choices (see Table 6).

Notes

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5. Horner, M. Toward an understanding of achievement-related conflicts, in M. Mednick, S. Tangri and L. Hoffman (Eds.) Women and achievement, Washington, D.C.: Halsted Press, 1975.

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7. Sarason, S. Anxiety in elementary school children: a report of research, New York: John Wiley and Sons, Inc., 1960.

8. Brogan, D., and Kutner, N. Measuring sex role orientation: a normative approach, Journal of Marriage and the Family, 1976, 38, 31-40.

9. U.S. Bureau of the Census, Statistical abstract of the United States: 1977, (98th edition), Washington, D.C., 1977.

CHAPTER 3: INFLUENCES ON CAREER CHOICE - FAMILY BACKGROUND

This chapter explores the relationship of a number of family background variables to career aspirations. The chapter will be sub-divided into three major sections. The first section will look at the parent-child relationship; the second will examine socioeconomic status; and the third will be concerned with the effect of maternal employment.

Parent-Child Relationship

The questions in this section explore the following issues: how much the daughter identifies with her parents; how well she feels they understand her and how close she feels to them; how much she is in agreement with her parents over future plans; how much her parents have encouraged her to do things for herself and to do well in school; and how much freedom she has had to make her own decisions.

There has been some work in the past that has examined aspects of the parent-child relationship in relation to achievement motivation and to career choice. The studies which have looked at parental influence on career choice generally have focused on the effects of maternal employment. This topic will be discussed in a separate section at the end of this chapter.

We included questions that relate to parental encouragement of independence because it has been found that these variables relate to high achievement motivation among males.[1] This is especially true for middle-class families where it is suggested that early demands for independence are based on the mother's concern for the developing competence of the child rather than the need to free herself for other household, employment and/or child-care tasks.[2]

Our analyses did not show a relationship between independence training (items concerning encouragement to do things for self; make own decisions; and do well in school) and any of our measures of achievement motivation. Similar analyses for male students also indicated a lack of relationship. We did find, however, that young women who felt their mothers encouraged independence aspire to nontraditional careers (see Table 7).

The question concerning identification with parents (Which of your parents do you feel you are most like?)

yielded an interesting pattern of results. Some previous research has indicated that young women who identify with their fathers tend to have less traditional career aspirations.[3] We didn't find significant differences in career aspirations among young women who said they identified with their father, mother, or both parents. The senior high women who said they didn't identify with either parent, however, made significantly more traditional and lower status career choices than those who said they identified with both parents (Tables 9 and 10). These may be somewhat alienated young women who have a special need for career counseling and positive role models outside the home environment.

The questions we used to assess the quality of the parent-child relationship (how well the parents understand their daughter and how close she feels to them) showed no relationship to career aspirations.

We did find that among the senior high women, those who were aspiring to high status occupations perceived their parents as approving of their future plans (Table 8). This indicates that the families are supportive of occupational strivings in their daughters. Although parents are seen as especially supportive of high status choices, there is no indication that they are either particularly supportive or discouraging of nontraditional choices.

Socioeconomic Status

Most of the work on the relationship between family socioeconomic status and career aspirations has focused on the choices of college women. In general, no clear pattern has emerged from this work. Tangri's recent study of college women did indicate a tendency for young women who had nontraditional career aspirations to come from families where the father was highly educated.

Our findings show that for the junior and senior high school women in our sample, socioeconomic status is a powerful (perhaps the most powerful) factor influencing career aspirations (Tables 11 and 12). Both mother's and father's educational level and the status of their jobs were related to the career choices of their junior and senior high school daughters. Daughters of more highly educated parents and of parents with higher status jobs chose less traditional and higher status careers. (The one exception being that mother's educational level is unrelated to career choices of junior high school women). Income level cannot account for these findings since its relationship to career choice was weaker than those of any of the other socioeconomic variables. By far the most powerful predictor of career choice was the educational level of the

father which is consistent with the previously cited findings for college women.

In general the effect of socioeconomic status for junior and senior high school women is clearly more important than it has been found to be in research on college women. It may be that studies on college women are already working with a highly select group. Parents' education level and job status may well be an important determinant of whether a young woman elects to go to college in the first place.

Maternal Employment

The employment status of the mother is a variable that has been of great concern to researchers interested in achievement-related behaviors and attitudes. If the mother works outside the family she may well serve as a role model for her daughter who sees a job or career as a legitimate choice for a woman. Lois Hoffman points out that in addition to this direct effect on sex-role attitudes there is another important factor related to the father.[4] In families where the mother works there is generally a greater division of labor for household tasks -- the father engages in more such tasks than in families where the mother doesn't work. This also may contribute to less traditional sex-role attitudes in children.

A study of college women indicated that maternal employment was related to the daughter's plans to attend graduate school and her plans for working after marriage.[5] And in an interview with over 3000 high school seniors, it was found that young women with working mothers had higher educational aspirations and were more career oriented than daughters with non-working mothers.[6] Finally Tangri's work with college women found that there is a relationship between maternal employment and innovative career choice by the daughter.

Our results do not support previous research findings. We found no evidence that maternal employment in and of itself leads to either more innovative or higher status career choices among the young women in our study (Tables 13 and 14). Some evidence in Chapter 5 suggests that role models outside the family are becoming increasingly important. This may lessen the impact of whether or not the mother works.

It may also be true that it is not whether or not the mother works that is important, but rather the context of her employment situation. We listed four possible reasons why a mother might work: she enjoys working;

our family needs the money; she likes to get out of the house; and she has talents which she feels she should use. The young women were told to check one or two reasons that applied to their mothers. Those daughters who said their mothers worked because they enjoyed it aspire to significantly more innovative careers than those who did not check this item. There was a trend for daughters who said their mothers worked in order to get out of the house to pick more traditional and lower status careers. It would seem then that maternal employment may have a positive effect on a daughter's career choice, but only if the mother's career is seen as attractive and not as a means of escape from the home.

Notes

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5. Stein, A.H. The effects of maternal employment and educational attainment on the sex-typed attributes of college females, Social Behavior and Personality, 1973, 1, 111-114.

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CHPATER 4: INFLUENCES ON CAREER CHOICE - PERSONALITY VARIABLES AND THE SEX-ROLE SCALE

In this chapter we focus on some personality variables which have proven important in previous research on achievement related behavior. First we will look at achievement motivation (or need for achievement, *n* Ach) which is conceptualized as the individual's desire to engage in achievement behavior because of the pleasant feelings that will accompany success. We will also look at test anxiety which measures anxiety about failure or fear of failure. This is presumed to measure the individual's desire to avoid achievement situations because of the anticipated pain that will accompany failure. We will also examine fear of success (FOS) which has been found to be an important variable in explaining the achievement concerns of women. This variable relates to the potential negative consequences that accompany success and was designed to capture the notion that in our society successful achievement has long been thought of as masculine behavior and may be perceived as inconsistent with what is considered appropriate behavior for a woman.

Finally we look at the sex-role attitudes of the young women in our study to see what effect traditional versus nontraditional views of women's roles have on choice of career. Tables 15 and 16 present the relationships of our measures of personality to traditionality and status of career choice.

Achievement Motivation

The first study on the relationship of achievement motivation to career aspirations was done by Mahone in 1960.[1] He found that college students who were high in achievement motivation aspired to careers that were realistically challenging (neither too easy nor too difficult) in terms of their ability levels. There hasn't been much work examining the relationship of achievement motivation to career aspirations in young women. The Tangri study with college women, however, did find a relationship between achievement motivation and choice of nontraditional career.

Instead of looking at achievement motivation as a unitary construct we followed some recent work that makes a distinction between autonomous and social comparison achievement strivings.[2] Autonomous achievement motivation is striving to attain standards of excellence in relation to one's own abilities and previous accomplishments. Social comparison achievement motivation involves competition

with standards of excellence based on comparison of one's own performance with the performance of others. We expected that young women who were highly motivated by internal standards would be highly independent in achievement related situations and would therefore be more likely to choose nontraditional careers. We found no relationship between any of the measures of achievement motivation and either the innovativeness or the status of career aspirations.

Test Anxiety

The Test Anxiety Questionnaire (TAQ) assesses the level of anxiety a person has about situations in which performance may be evaluated. The TAQ has been considered by a number of researchers to measure the individual's fear of failure in achievement situations. It has been found in previous work to inhibit performance in a variety of achievement situations.[3] We expected that anxiety about achievement would lead young women to choose traditional and low status careers. We didn't find any support for this hypothesis, however. There were no significant relationships between test anxiety and any of our career aspiration measures.

Fear of Success

Some recent work suggests that besides need for achievement and fear of failure (test anxiety) there is another motive involved in achievement situations, the motive to avoid success or "fear of success" (FOS).[4] This motive is based on the idea that success may lead to negative as well as positive consequences. As mentioned in Chapter 2 FOS was initially measured by the analysis of the response to a cue of the following type: After the end of the first term finals Ann finds herself at the top of her medical school class. If the person responds to this cue with a story in which Ann suffers negative consequences (i.e. social rejection, fatal accident etc.) the story is said to contain fear of success. The more recent measure for scoring FOS is considerably more complex and involves the content analysis of four stories told in response to neutral leads (see Chapter 2).

There has been some research investigating the relationship of FOS to career aspirations. One study, which used the earlier measure of FOS, found that females expressed more FOS imagery when writing stories about a woman in a male dominated occupation (engineering).[5] The status of the occupation, however, had no effect on level of FOS. Another study, which used the new scoring system, found that high school females taking college-prep courses

had higher levels of FOS than females taking secretarial courses.[6]

We found no relationships between the newer more complex measure of FOS and any of our career aspiration indices. However, there were some interesting results for the original measure.

Among the young women in our junior high school sample there was no relationship between the original FOS measure and innovativeness of career choice. On the average these young women made moderately innovative choices for both their ideal and probable careers.

The pattern among the senior high school women is interesting. They too chose moderately innovative careers when they were asked what occupation they would ideally like to pursue. The responses to what career they thought themselves likely to pursue were significantly related to scores on the orinigal FOS measure. The women who did not show FOS in their stories made significantly more innovative choices than did the women who wrote stories indicative of FOS. It appears that among the fear of success oriented senior high school women, there were many who stated that although they would ideally like to pursue a moderate or innovative occupation, they felt they would probably end up in a more traditional career.

We find a similar pattern when we examine the relationships of FOS to status of occupational choice. Neither the ideal nor the probable occupational choices of the junior high school women were related to their FOS. Among senior high women FOS was also unrelated to choice of ideal career. The senior high school women who were high in FOS, however, made significantly lower status choices for their probable careers than those who were low in FOS.

Sex-Role Attitudes

One potentially powerful barrier to nontraditional and high status career aspirations is the acceptance of cultural stereotypes regarding the woman's role. For instance, one study found that college women majoring in male dominated fields had less traditional beliefs about sex-roles than did women majoring in more traditionally feminine fields.[7] Another study with college students found that those women with professional career aspirations have more liberal sex-role attitudes than women with nonprofessional career aspirations.[8] In a study with high school women it was found that the young women who had liberal sex-role attitudes scored higher on an

index designed to measure maturity of vocational decision-making.[9]

We asked the women in our sample some questions relating to five major issues in sexual equality: 1) the relative importance of a career versus marriage; 2) male and female competition; 3) husband and wife role conflict; 4) equity in employment; and 5) equity in educational opportunity. As mentioned in Chapter 1, the items for each of these categories are listed in Table 1.

The relationships of sex-role attitudes to career aspirations manifest a pattern that is very similar to the one between fear of success and career aspirations. There were no significant relationships between any of the sex-role attitudes and career choice among the junior high school women. Among the senior high school women the total scale score and every subscale score related to both innovativeness and status of career choice in the predicted direction -- more liberal sex-role attitudes correlated with less traditional and higher status occupational aspirations. The total scale score had a significant relationship with both innovativeness and status of choices as did the sub-scales concerning career versus marriage and equality of employment. Among young women who are about to enter the adult world, sex-role attitudes seem to play an important part in determining the choices they will make.

Notes

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CHAPTER 5: OTHER INFLUENCES ON CAREER CHOICE

In this chapter we report the relationships to career aspirations of several items that didn't fit clearly into any of the earlier chapters. The first two items relate to sources of influence on career choice. We asked the students which person they would say has had the most influence on their career choice. They could check: father; mother; a teacher or counselor; or other. We also asked whether their choice of occupation had been influenced by TV, books and/or movies.

Our results suggest that young women who identify their fathers as the most important influence on their choice aspire to significantly more innovative careers than women who mention their mother, a teacher or counselor, or some other person as their most important influence (see Table 17). It is interesting that the father's influence does not affect status of career choice only how innovative the choice is (Table 18).

A somewhat surprising finding is that the women who list a teacher or counselor as the most important influence tend to make the most traditional choices. This is probably due to the fact that most teaching areas were rated as traditional. Young women who plan to be teachers may feel strongly influenced in this decision by a teacher or counselor. Consistent with this idea is the fact that the young men who listed a teacher or counselor as the most important influence chose occupations rated as more traditionally feminine.

There hasn't been much work on the effect of the media on career aspirations. It is clear, however, that in recent years women on TV and in the movies have been portrayed as more active, competent and career oriented than in the past. Our study indicates that the media may have a positive effect in reducing career related sex-role stereotyping among young women (Tables 19 and 20). The data show that young women who report TV, books or movies to be an important influence on their career choice choose significantly more innovative careers than those who do not. Although there was a trend for young women who were influenced by the media to also choose higher status occupations this result was not significant and was certainly less striking than the effect of the media on the innovativeness of career choice.

We also asked how important the following factors were in their decision to pursue their chosen career: the occupation will provide many opportunities for

advancement; the occupation will offer the chance to exercise leadership and responsibility; the occupation will bring a good salary; there is a chance to work with people rather than things; and the occupation is a unique fit with their abilities and skills. The students rated each of these items on a four point scale where 1 was "not too important," 2 was "fairly important," 3 was "very important," and 4 was "crucially important." Finally we asked the young women how important a role their career would play in their life.

None of the reasons for making a particular career decision had a significant effect on either traditionality or status of career choice for the total sample (Tables 21 and 22). Among junior high women "opportunity for advancement" was significantly related to a nontraditional career choice.

The rating of how important their career would be in their lives was significantly related to both traditionality and status of career choice. The young women who said their careers would be important chose less traditional and higher status jobs. A woman who feels her career will be a highly important part of her life has probably overcome a great deal of sex-role stereotyping to begin with so that she doesn't feel inhibited in choosing a specific career that has been male dominated.

CHAPTER 6: SUMMARY AND IMPLICATIONS

The most powerful set of predictors of whether young women are aspiring to nontraditional, high status careers is the socioeconomic background of their family. The educational level of the parents (particularly the father) and the status of the parent's jobs showed sizeable correlations with the career plans of their daughters. As with all of our findings, these results were more striking for the senior high school sample than for the junior high school sample. An important implication of the strong relationship of family socioeconomic status to career aspirations is that students who are most in need of vocational counseling may be receiving it the least. We have no data but we suspect that non-college bound young women from lower socioeconomic backgrounds who might receive less support (both emotional and financial) from their families for nontraditional career goals, may also receive less time from counselors than college bound young women from higher status families.

A second major set of findings in our work involves the effects of maternal employment. Previous hypothesizing and data in this area have been mixed. Some researchers have argued that the absence of the mother from the home would be detrimental to the development of the child. Others have suggested that a working mother provides a positive, non-stereotyped role model for her children particularly her daughters. Most of the work with college women has supported this latter hypothesis. Daughters whose mothers work tend to be more career oriented than those whose mothers do not. In our sample there was no relationship between the employment of the mother and career aspirations of her daughter. We found, however, that the reason the mother worked played an important role in mediating the effect of maternal employment on career aspirations. Those young women who said their mothers worked because they enjoyed it, aspire to significantly more innovative careers than those who did not perceive this as an important reason for their mother's working. And there was an opposite trend among the group that said their mother worked to get out of the house. These young women tended to choose more traditional and lower status careers. Our sample is considerably more heterogeneous with regard to income, status and educational level than college samples that have been studied in the past. It may be that in the higher socioeconomic status families of a college population, mothers who work most often do so because they enjoy it rather than out of a need for the added income or a desire to get out of the house. It makes sense that the effect of maternal employment on a daughter's career aspirations will depend on how attractive the young woman perceives her mother's job to be.

A final result that we consider to be of special interest was alluded to in our earlier discussion of socioeconomic factors -- the stronger relationships among variables for the senior high school sample than for the junior high school sample. The other two factors that emerged as important determinants of career aspirations in this study were fear of success (FOS) and sex-role attitudes. Previous research has implicated both FOS (which involves ambivalence about doing too well in the achievement arena) and traditional sex-role attitudes as major barriers to successful achievement in women. What we find very important in our study is that although both FOS and traditional sex-role attitudes evidenced their expected deleterious effect on the career aspirations of our senior high school women, they were unrelated to the aspirations of the junior high school women.

We strongly suspect that this pattern of results has the most potential relevance to the career counseling of young women of any aspect of our study. We don't believe that these differential findings for junior and senior high school women are subject to any single, simple explanation. One factor, however, that is undoubtedly of some importance is the fact that by senior high school, young women have become more realistic about what options are feasible. We in fact found a tendency for junior high school women to show less discrepancy between their ideal and probable career aspirations than did the senior high school women. Whatever the reason for the difference, it is important to recognize that among junior high school women, a large variety of nontraditional, high status occupations still seem feasible. Internal psychological barriers which impose limits on the vocational perspective of the senior high school women appear not yet to have attached themselves to the future planning of the junior high school women. It is important to note that there is no less fear of success among junior high school women nor are their sex-role attitudes more liberal than those of the senior high school women. It is rather that a junior high school woman even if she does have ambivalence about success and/or traditional sex-role attitudes still may perceive a nontraditional career as likely in her own future. In junior high school, students begin to make curriculum choices that will have an effect on what kinds of future educational and ultimately occupational options will be available. We feel an important implication of our results is that intense career counseling at the junior high school level is crucial to maintaining and perhaps even expanding the relatively nontraditional career plans of young women. Somewhere between the beginning of junior high school and the end of senior high school the career horizons of young women shrink and internal psychological barriers limit what is perceived as possible. Intervention programs should be designed to keep the

world of what is possible free of the traditional stereotypes that restrict the career planning of young women.

It should be noted that whatever the usefulness of the findings in this study, they have a very limited generalizability. The sample of students who participated in this study represents a population that is almost all white and is part of a community of approximately 15,000 people. There is considerable evidence that achievement related orientations differ between whites and blacks and particularly between white and black women. It is our hope that some of the findings in this study will lead to replication with a more diverse population. But until then the findings from this study should be interpreted with caution particularly if they are being applied to populations different than the one we used. It is probably innappropriate to generalize at all to other than white populations.

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APPENDIX

Unless it is specifically stated that males are included in an analysis, the results in all of the tables are for the female respondents only.

TABLE 1. Sex-role scale items

FAMILY VERSUS CAREER CONFLICT

It is possible to have both a good career and a good marriage.

The old saying that "a woman's place is in the home" is still true and should remain true.

Unless the family needs the money, married women who have school-aged children should not work outside the home.

I feel that able women should give serious thought to a career instead of marriage.

HUSBAND AND WIFE ROLE CONFLICT

The husband should make major family decisions, such as the buying of a home or car.

Even though a wife works outside the home, the husband should be the main breadwinner and the wife should have the responsibility for running the house.

It is not a good idea for a husband to stay home and care for the children while his wife works full-time outside the home.

MALE/FEMALE COMPETITION

A woman should not be too competitive with men and should keep quiet rather than tell a man he is wrong.

In groups that have both male and female members, the top leadership positions should be held by males.

It is generally better to have a man at the head of a department that has both men and women workers.

EQUITY IN EMPLOYMENT

It seems to me that girls who want to be lawyers or engineers are somewhat masculine.

I think women don't have what it takes to be business executives.

Women should be able to compete with men for jobs that have usually belonged to men such as telephone lineman.

There is no reason why a woman should not be president of the United States.

TABLE 1. Continued

EQUITY IN EDUCATIONAL OPPORTUNITY

I feel it is just as important for a girl to go to college as it is for a boy.

A male and female student are equally qualified for a certain scholarship, the male student should get the scholarship because he has greater "career potential."

TABLE 2. Responses of students to questions concerning family background (in percents)

Are your parents --

84	Living together (Both living at home)
11	Divorced, separated
4	One or both parents deceased

Which of your parents do you feel you are most like?

33	My father
24	My mother
30	Both parents equally
12	Neither parent

How well do you feel your mother understands you and what you want out of life?

37	Very well
39	Fairly well
15	Not too well
8	Not at all

How well do you feel your father understands you and what you want out of life?

18	Very well
48	Fairly well
24	Not too well
8	Not at all

How close do you feel to your mother and to your father?

	Mother	Father
Extremely close	51	32
Quite close	24	27
Fairly close	14	28
Not very close	9	12

How much do you feel you are in agreement with your parents over your plans for your future?

	Mother	Father
We are very much in agreement	42	42
There is some disagreement	46	48
We have major disagreements	12	10

As you were growing up how much did your parents encourage you to do things for yourself?

	Mother	Father
A lot of encouragement	57	57
Some encouragement	30	28
Very little encouragement	8	8
No encouragement	4	6

TABLE 2. Continued

As you were growing up how much freedom did your parents give you in making your own decisions?

	Mother	Father
A lot of freedom	39	37
Some freedom	47	46
Very little freedom	8	11
No freedom	5	5

How much have your parents encouraged you to do well in school?

	Mother	Father
A lot of encouragement	71	68
Some encouragement	23	27
Very little encouragement	3	4
No encouragement	3	1

How far did your parents go in school?

Father	Mother	
14	9	less than high school
14	17	some high school
33	44	high school diploma
14	14	some college
11	10	college degree
15	6	advanced or professional degree

About what total income do your parents earn each year?

7	less than $3,999
9	$4,000-$7,499
6	$7,500-$9,999
29	$10,000-$14,999
24	$15,000-$19,999
25	$20,000 and over

TABLE 3. Mean scores for females and males on the personality and sex-role scale measures.

	FEMALES	MALES	t	df
Test Anxiety (TAQ)	31.69	27.97	3.66*	225
Achievement Motivation (*n* Ach)	4.81	4.94	- .22	226
Social Achievement Motivation (Soc *n* Ach)	1.29	1.28	.04	266
Autonomous Achievement Motivation (Aut *n* Ach)	3.56	3.62	- .13	226
Original Measure of Fear of Success	.42	.49	.26	225
New Measure of Fear of Success	12.33	10.11	4.47*	226
Total on Sex-Role Scale[a]	62.02	53.80	6.25*	222

[a]Higher score means <u>less</u> traditional attitudes

*$p < .01$

TABLE 4. Percent of students choosing innovative, moderate and traditional occupations as their ideal and probable occupations.

IDEAL OCCUPATION

	Total (n=101)	Junior High (n=33)	Senior High (n=68)
Innovative	49.5	48.5	50.0
Moderate	6.9	6.1	7.4
Traditional	43.6	45.5	42.6

PROBABLE OCCUPATION

	Total (n=95)	Junior High (n=32)	Senior High (n=63)
Innovative	40.0	46.9	36.5
Moderate	10.5	6.3	12.7
Traditional	49.5	46.9	50.8

TABLE 5. Career aspirations of college and non-college bound students.

JUNIOR HIGH

	College	Non-College	t	df
Average percent women in occupations chosen	53.11	43.44	- .62	26
Average rating of occupations chosen[a]	2.00	2.00	0.0	30

SENIOR HIGH

	College	Non-College	t	df
Average percent women in occupations chosen	43.52	72.78	3.03*	53
Average rating of occupations chosen[a]	2.10	1.46	-2.81*	61

[a]Rating: traditional (1), moderate (2), innovative (3)

*p<.01

TABLE 6. Status of occupations chosen by students as their ideal and probable occupations (in percents)

IDEAL OCCUPATION

Status Level	Total (n=102)	Junior High (n=33)	Senior High (n=69)
1	1.0	3.0	0.0
2	18.6	9.1	23.2
3	52.0	63.6	46.4
4	17.6	21.2	15.9
5	10.8	3.0	14.5

PROBABLE OCCUPATION

Status Level	Total (n=96)	Junior High (n=34)	Senior High (n=62)
1	3.1	5.9	1.6
2	27.1	14.7	33.9
3	45.8	58.8	38.7
4	19.8	14.7	22.6
5	4.2	5.9	3.2

TABLE 7. The correlations (gammas) of family background variables with traditional/nontraditional career aspirations.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women[a] (n=80)	Mean Rating[b] (n=90)	Percent Women (n=27)	Mean Rating (n=30)	Percent Women (n=53)	Mean Rating (n=60)
Feel that mother understands you	-.04	-.07	.16	-.30	-.01	.02
Feel that father understands you	-.05	.06	.25	-.25	-.27	.26
Feel close to mother	.05	-.11	-.29	.39	.16	-.30
Feel close to father	-.04	.01	.12	-.08	-.06	.02
Agreement on future plans with mother	.06	-.02	.00	-.04	.01	.03
Agreement on future plans with father	-.13	.19	.06	-.09	-.33*	.39**
Mother encourages independence	-.28**	.22	-.35	.23	-.28*	.22
Father encourages independence	-.12	.06	-.28	.10	-.09	.05
Mother encourages decision-making	-.03	.06	-.22	.26	-.03	.01
Father encourages decision-making	-.02	.06	.07	.14	-.10	.06
Mother encourages school work	-.18	.25	.04	.36	-.19	.22
Father encourages school work	-.04	-.09	.07	-.36	-.05	-.04

*p<.05
**p<.01

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

TABLE 8. The correlations (gammas) of family background variables with status of career aspirations.

	STATUS RANKING		
	Total (n=92)	Junior High (n=33)	Senior High (n=59)
Feel that mother understands you	.08	-.00	.11
Feel that father understands you	.07	-.15	.22
Feel close to mother	.00	.47*	-.17
Feel close to father	.12	.14	-.06
Agreement on future plans with mother	.17	-.08	.30*
Agreement on future plans with father	.20	-.14	.40**
Mother encourages independence	.18	.28	.14
Father encourages independence	.03	.14	-.00
Mother encourages decision-making	.16	.06	.18
Father encourages decision-making	.18	-.03	.25
Mother encourages school work	.07	-.10	.07
Father encourages school work	-.09	-.28	-.06

*p<.05
**p<.01

TABLE 9. Relationship of parental identification to traditional/ nontraditional career aspirations.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Mean Percent Women[a]	Mean Rating[b]	Mean Percent Women	Mean Rating	Mean Percent Women	Mean Rating
Father identified (1)	51.8	1.91	39.1	2.29	56.0	1.81
Mother identified (2)	60.9	1.75	58.9	1.67	62.0	1.80
Both (3)	43.3	2.14	52.5	2.0	36.2	2.27
Neither (4)	65.7	1.00	43.3	2.3	76.8	1.29
						$t_{34}=2.53^{*}$ (df=20)

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

*$p<.05$

TABLE 10. Relationship of parental identification to status of career aspirations.

	MEAN STATUS RANKING		
	Total	Junior High	Senior High
Father identified (1)	2.90	2.71	2.96
Mother identified (2)	2.85	2.78	2.88
Both (3)	3.17	3.13	3.20
Neither (4)	2.70	3.67	2.29
			$t_{14}=1.92^{*}$ (df=28)
			$t_{34}=2.01^{*}$ (df=20)

*p<.10

TABLE 11. The correlations (gammas) of socioeconomic status variables with traditional/ nontraditional career aspirations.

	TOTAL				JUNIOR HIGH				SENIOR HIGH			
	Percent Women[a]		Rating[b]		Percent Women		Rating		Percent Women		Rating	
	γ	n	γ	n	γ	n	γ	n	γ	n	γ	n
Father's education	-.31**	83	.28**	95	-.33*	28	.34	32	-.31**	55	.26	63
Mother's education	-.27**	83	.20	95	.01	28	-.11	32	-.33**	55	.30*	63
Total income	-.17	75	.17	81	.11	24	-.13	27	-.26*	51	.26	57
Status father	-.23*	74	.24	82	-.28	23	.36	27	-.24	51	.19	59
Status mother	-.27*	56	.18	60	-.46	17	.46	18	-.19	39	.08	43

*p<.05
**p<.01

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

TABLE 12. The correlations (gammas) of socioeconomic status variables with status of career aspirations.

	MEAN STATUS RANKING					
	Total		Junior High		Senior High	
	γ	n	γ	n	γ	n
Father's education	.40**	96	.55**	34	.36**	62
Mother's education	.27**	96	.17	34	.32**	62
Total income	.14	85	-.11	28	.25	57
Status father	.28**	87	.36	29	.27	58
Status mother	.26	61	.49	19	.19	42

*p<.05
**p<.01

TABLE 13. The relationship of maternal employment to traditional/nontraditional career aspirations.

		TOTAL		JUNIOR HIGH		SENIOR HIGH	
		Percent[a] Women	Rating[b]	Percent Women	Rating	Percent Women	Rating
		M (n)	M (n)	M (n)	M (n)	M (n)	M (n)
Does Mother Work:							
No		49.5 (26)	2.1 (33)	42.5 (10)	2.2 (13)	54.0 (16)	2.0 (20)
Part-time		51.2 (11)	1.9 (12)	67.5 (3)	1.5 (3)	43.9 (8)	2.0 (9)
Full time		56.8 (40)	1.8 (44)	51.0 (12)	1.9 (13)	59.4 (28)	1.7 (31)
Reason Mother Works:							
She enjoys working	Yes	43.2	2.1	31.2	2.4	47.6	2.0
	No	72.8	1.4	81.5	1.2	68.4	1.5
		t=-3.1*** (df=56)	t=3.4*** (df=61)	t=-3.6*** (df=15)	t=3.3*** (df=16)	t=-1.7* (df=39)	t=2.1** (df=43)
Family needs the money	Yes	52.4	1.9	64.2	1.7	47.3	2.0
	No	58.8	1.7	44.4	2.0	64.5	1.5
							t=1.8* (df=43)
To get out of the house	Yes	68.9	1.5	89.0	1.0	65.1	1.6
	No	48.9	1.9	47.6	2.0	49.7	1.9
		t=1.9* (df=56)		t=1.8* (df=15)			
To use her talents/skills	Yes	49.1	1.7	--[c]	1.0	49.1	1.8
	No	56.3	1.8	--	1.9	57.1	1.8

*p<.10
**p<.05
***p<.01

[a]Percent of women currently employed in the respondent's chosen occupation.
[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.
[c]Too few individuals in cell.

TABLE 14. The relationship of maternal employment to status of career aspirations.

		MEAN STATUS RANKING		
		Total M (n)	Junior High M (n)	Senior High M (n)
Does Mother Work:				
No		3.0 (35)	3.1 (14)	2.0 (21)
Part-time		3.1 (13)	3.3 (3)	3.0 (10)
Full time		2.8 (45)	2.8 (14)	2.9 (31)
Reason Mother Works:				
She enjoys working	Yes	3.2	3.2	3.2
	No	2.6	2.6	2.5
		t=3.3*** (df=61)	t=2.3** (df=17)	t=2.6** (df=42)
Family needs the money	Yes	2.9	2.8	3.0
	No	2.9	3.0	2.9
To get out of the house	Yes	2.6	2.3	2.6
	No	3.0	3.0	3.1
		t=-2.1** (df=61)	t=-1.7* (df=17)	
To use her talents/skills	Yes	2.6	2.0	2.7
	No	3.0	3.0	3.0

*p<.10
**p<.05
***p<.01

TABLE 15. The correlations (gammas) of personality variables with traditional/nontraditional career choice.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women[a] (n=81)	Rating[b] (n=92)	Percent Women (n=26)	Rating (n=29)	Percent Women (n=54)	Rating (n=62)
Test Anxiety	-.05	.01	-.21	.17	.05	-.08
All *n* Ach	.03	-.03	.21	-.15	-.08	.03
Aut *n* Ach	.07	-.08	.25	-.17	-.05	-.03
Soc *n* Ach	-.07	-.01	.00	-.10	-.09	.04
New FOS	.11	-.06	.11	-.06	.08	-.04
Sex Role Total	-.24**	.27**	-.06	.13	-.30**	.34**
Career vs. Marriage	-.27***	.23	.02	.01	-.36***	.28**
Male/Female Job Power	-.13	.13	.15	-.13	-.27*	.32
Husband/Wife Role	-.17	.13	-.02	-.18	-.19	.18
Educational Opportunity	-.18	.26	-.21	.12	-.20	.33
Employment Opportunity	-.19	.23	-.10	.02	-.31**	.41***

TABLE 15a. Means for the groups with and without presence of Fear of Success imagery (Original FOS measure).

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women	Rating	Percent Women	Rating	Percent Women	Rating
FOS Absent	46.8	2.07	50.06	1.89	45.23	2.17
FOS Present	62.5	1.70	49.92	2.14	70.01	1.46
	t=-1.88* (df=80)	t=1.92* (df=92)			t=-2.45** (df=52)	t=3.15*** (df=60)

*p<.10
**p<.05
***p<.01

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

TABLE 16. The correlations (gammas) of personality variables with status of career aspirations.

	STATUS RANKING		
	Total (n=93)	Junior High (n=31)	Senior High (n=61)
Test Anxiety	-.05	.02	-.09
All *n* Ach	-.00	-.19	.09
Aut *n* Ach	-.06	-.27	.05
Soc *n* Ach	.01	-.10	.05
New FOS	-.03	.05	-.04
Sex Role Total	.35***	.26	.38**
Career vs. Marriage	.25**	.10	.31**
Male/Female Job Power	.20	.14	.24
Husband/Wife Role	.14	-.24	.27*
Educational Opportunity	.29	-.24	.40*
Employment Opportunity	.45***	.05	.52***

TABLE 16a. Means for the groups with and without presence of Fear of Success imagery (Original FOS measure).

	Total	Junior High	Senior High
FOS Absent	3.03	2.90	3.11
FOS Present	2.85	3.13	2.68 t=1.94* (df=59)

*p<.10
**p<.05
***p<.01

TABLE 17. The relationship of "most influential person" to traditional/ nontraditional career choice.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women[a]	Mean Rating[b]	Percent Women	Mean Rating	Percent Women	Mean Rating
Mother (1)	59.7	1.8	51.1	1.9	64.4	1.7
Father (2)	36.4	2.3	21.2	2.7	43.2	2.2
Teacher/ Counselor(3)	71.4	1.5	67.0	1.5	73.2	1.5
Other (4)	53.3	1.9	60.6	1.8	50.4	1.9

t_{12}=1.96* (df=42) t_{12}=2.01** (df=47) t_{24}=1.88* (df=11)

t_{23}=2.31** (df=21) t_{23}=2.27** (df=24)

t_{24}=1.75* (df=50)

*p<.10
**p<.05

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3= innovative.

TABLE 18. The relationship of "most influential person" to status of career choice.

	MEAN STATUS RANKING		
	Total	Junior High	Senior High
Mother (1)	2.84	2.93	2.78
Father (2)	3.12	3.17	3.10
Teacher/ Counselor (3)	2.75	3.00	2.67
Other (4)	3.00	3.00	3.00

TABLE 19. The influence of TV, books and movies on traditional/ nontraditional career choice.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women[a]	Mean Rating[b]	Percent Women	Mean Rating	Percent Women	Mean Rating
TV:						
Influence	33.7	2.38	32.5	2.36	34.9	2.40
No Influence	59.0	1.77	57.2	1.84	59.7	1.75
	t=2.63** (df=79)	t=2.64** (df=91)			t=1.93* (df=53)	t=2.06** (df=61)
Books:						
Influence	38.5	2.14	30.7	2.40	46.3	1.91
No Influence	57.9	1.84	59.9	1.85	57.2	1.85
	t=2.02** (df=79)		t=1.97* (df=24)			
Movies:						
Influence	26.6	2.45	30.6	2.33	22.6	2.60
No Influence	56.8	1.84	53.0	1.95	36.3	1.79
	t=2.43** (df=79)	t=2.04** (df=91)			t=2.09** (df=53)	t=1.90* (df=61)

*p<.10
**p<.05

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

TABLE 20. The influence of TV, books and movies on status of career choice.

	MEAN STATUS RANKING		
	Total	Junior High	Senior High
TV:			
Influence	3.18	3.00	3.40
No Influence	2.87	3.00	2.87
			t=1.94*
			(df=60)
Books:			
Influence	3.14	3.27	3.00
No Influence	2.89	2.86	2.90
Movies:			
Influence	3.15	2.88	3.60
No Influence	2.91	3.04	2.86
			t=1.85*
			(df=60)

*p<.10

TABLE 21. The correlations (gammas) of reasons for choosing a particular job with traditional/nontraditional career choice.

	TOTAL		JUNIOR HIGH		SENIOR HIGH	
	Percent Women[a] (n=80)	Rating[b] (n=88)	Percent Women (n=25)	Rating (n=27)	Percent Women (n=54)	Rating (n=59)
Opportunity for advancement	-.19	.20	-.44	.55	-.13	.06
Leadership responsibility	-.09	.07	-.08	.13	-.08	.01
Good salary	-.06	.17	-.25	.29	-.01	.07
Work with people	.08	-.13	.28	.29	-.01	-.13
Fits abilities, skills	-.10	.14	.20	.00	-.26	.21
Importance of job	-.47**	.38*	-.54*	.54	-.44**	.28

*p<.05
**p<.01

[a]Percent of women currently employed in the respondent's chosen occupation.

[b]Rating of chosen occupation where 1=traditional, 2=moderate, 3=innovative.

TABLE 22. The correlations (gammas) of reasons for choosing a particular job with status of career.

	STATUS RANKING		
	Total (n=90)	Junior High (n=30)	Senior High (n=61)
Opportunity for advancement	.14	.28	.12
Leadership responsibility	.15	.21	.12
Good salary	.12	.27	.06
Work with people	.02	-.20	.10
Fits abilities, skills	.13	-.06	.21
Importance of job	.43**	.44*	.44*

*p<.05
**p<.01